



Striving for Excellence

# Ryefield's Early Years and Foundation Stage (EYFS) Policy

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## A Unique Child

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*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”* (Statutory Framework for the EYFS, 2012)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

At Ryefield Primary School we are committed to underpinning our provision with the four principles of the Early Years Foundation Stage in our Nursery and Reception Classes.

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At Ryefield we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children learn and develop in different ways and at different rates and this is reflected in our provision. The characteristics of effective learning support the child to become a motivated and effective learner. Children will **play and explore** and ‘have a go’ at using all available resources; developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. Practitioners support the children in developing all these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

## Welfare

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Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our settings so that they feel included, safe and valued.

It is important to us that all children at Ryefield are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them to develop these important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within school and in the wider environment. We encourage a healthy lifestyle including taking exercise and eating healthy food.

We aim to protect the physical and psychological well being of all children (See our Safeguarding Children Policy).

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## **Inclusion and Special Educational Needs**

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All children are encouraged to achieve their personal best and planning is differentiated to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child.

Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

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## **How do we identify and support pupils?**

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At Ryefield we recognise that children learn to be strong independent from secure relationships. We aim to promote positive, caring and respectful relationships between staff, parents and children. Children are taught how to deal with difficult situations and relationships through the PSHE and the school's Moments of Triumph character development programme, as well as through their daily interactions with adults and other children. We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount.

All children are greeted as they come into the classroom and have a familiar routine with a key worker. Staff will work with each child either on a one to one basis, in a small group or as part of a larger group. They are able to build up confidence, rapport and respect with each child so that the children feel safe, happy and enjoy their time at Ryefield.

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## **Enabling Environments**

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At Ryefield we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning

### *The Learning Environment*

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. There are areas where the children can be active, be quiet and rest. The children have daily access to an indoor and outdoor environment that is set up in areas of learning with planned continuous provision, children are encouraged to locate and use equipment and resources independently. This has a positive effect on the children's development.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. As far as possible we offer the same opportunities and areas of learning in all of our environments and the children have free flow between different areas. We observe the children during CIL (child initiated learning) and offer additional resources and support to enrich their learning.

## *Observation, Assessment and Planning*

Play based learning is vital and children are encouraged to initiate their own learning activities from carefully planned opportunities provided by staff. We enhance play and extend as needed to further individual learning. To ensure that we meet the individual needs of all of our children we make regular observations of the children's interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

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## **Learning and Development**

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There are seven areas of learning and development of which three are 'prime areas' and four 'specific areas'. These are all interconnected.

The **prime** areas are:

- Communication and language

Children have opportunities to speak and listen in a range of situations and experience a rich language environment

- Physical development

Children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices

- Personal, social and emotional development

Children develop confidence and self-esteem; they learn how to manage feelings and respect others

The **specific** areas are:

- Literacy

Children share and discuss books (fiction and non-fiction); children tune into sounds and learn how letters link to the sounds then begin to read and write

- Mathematics

Children have opportunities to develop counting and calculation skills, to use numbers in everyday activities; children recognise and describe 2d and 3d shapes; begin to use measure – length, height, weight, capacity and time

- Understanding of the world

Children have opportunities to find out about people and communities, the environment and technology

- Expressive arts and design

Children explore feelings and ideas through music, dance, role-play and design

### *Play*

*“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.” (Statutory Framework for EYFS 2012)*

Child-initiated learning is an important part of our daily routine at Ryefield and whenever possible adult-directed activities are play based, active and related to the children's interests. We aim to help children with their learning through observing, getting involved in their play, supporting their thinking and asking open questions.

Planning and guided children's activities will reflect on the different ways that children learn. At Ryefield we support children in using the three characteristics of effective teaching and learning. These are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We have a two-year overview of topics in EYFS, which is designed to provide a broad, balanced curriculum in order to cover them all. However, we also try to follow the children's interests when planning for each group of children and involve the children in choosing activities and resources. We value all areas of learning and development and understand that they are interconnected. Children and parents are encouraged to be involved in the next steps for learning through the children's learning journals and parent consultations.

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## How do we work with parents agencies and the wider community?

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- Breakfast meetings
- Structured conversations for DA and Marginal families
- ParentGym
- Family Support Worker
- SENCO - liaising with pupils, parents and outside agencies (including Team Around the Family/Child meetings)
- Designated Teacher - liaising with pupils, parents, foster carers, Virtual School and other outside agencies
- Parent surveys

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## Transition: from EYFS to Key Stage 1

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During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the school, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year

## Revision History

Date of this revision: 26/02/2020

Date of next revision:

Revision date	Previous revision date	Summary of Changes	Changes marked
26/02/2020		Updated and reformatted	

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### 1.1 Approvals

This document requires the following approvals.

Signed approval forms should be filed appropriately in the project filing system.

Name	Signature	Title	Date of Issue	Version

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### 1.2 Distribution

This document has been distributed to:

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